



**ERS 225 – Gendering Environmental Politics  
Winter 2019**

**\*DRAFT – DATES, ASSIGNMENTS AND MATERIAL SUBJECT TO CHANGE\***

**Instructor: Professor Andrea M. Collins**

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**Office:** Environment 2, 2007

**Office Hours:** Tuesdays and Thursdays, 2:30 – 3:30 p.m.

**Course Description**

This course provides students with the tools to analyze gender and other forms of social difference in the context of environmental and resource issues. Drawing from case studies from around the world, this course looks at the ways in which gender, race and class shape access to resources, influence resource management and extraction, and create precarious working and living conditions. This course also examines how governance, policy, and resistance politics can be used to create social and environmental change. Students will be equipped with the tools needed to ask questions about gender and inequality in their future studies.

**Course Objectives**

By the end of the course, students will be able to:

- Define key concepts of gender, race, and class
- Describe how gender, race, class and other social identities shape our interactions with the environment
- Understand how gender is a critical variable in decision-making processes
- Identify various strategies for changing environmental governance and policy
- Analyze environmental issues and politics with attention to gender, race, and class

**Course Assignments**

Attendance & Participation	10%
Field Study Log	10% - Due Friday, February 1 <sup>st</sup> at 4:00 p.m.
Mid-Term Test	20% - Held in Class the week of February 14 <sup>th</sup>
Gender Analysis Report	35% - Due Friday, March 15 <sup>th</sup> at 4:00 p.m. OR Friday, March 29 <sup>th</sup> , at 4:00 p.m. (see below)
Final Test	25% - Held in class the week of Thursday, April 5 <sup>th</sup>

### **Attendance and Participation – 10%**

ERS 225 operates on a *flipped classroom* model: Students are expected to attend each class having done the required reading and/or viewing and be ready to participate in discussions and activities. The form and content of discussions and activities will vary to ensure everyone has a chance to participate in different ways. Each class will also begin with a “News Briefing”, which is a chance for anyone to share anything related to gender and/or environmental politics over the past week.

Students will be evaluated on the *quality* of their class participation. This grade will be awarded at the end of the term, considering all of the participation over the duration of the course. Attendance will be recorded and factored into the final grade, however, attendance alone will not determine the participation grade. i.e. Perfect attendance does NOT mean a perfect score.

**Note:** If at any point you are concerned about your attendance and/or participation, please see me during office hours or contact me via email. It is best to discuss with me early in the term to resolve any issues or concerns.

### **Field Study Log – 10% - Due Friday, February 1<sup>st</sup> by 4:00 p.m.**

This assignment requires you to think critically about gender and its implication in everyday life. Over the course of five days, you will document your own observations about gendered dynamics in the world around you. This exercise allows you to develop your observational skills as well as practice writing early in the term.

More details about this assignment are available on Learn.

### **Mid-term Test – 25% – Held in class the week of Thursday, February 14<sup>th</sup>**

The Mid-term Test will assess students’ understanding of the lectures and readings up until this point in the term. More detail on the format and scope of the test will be available closer to the date of the test.

### **Gender Analysis & Report – 30%**

**Due Friday, March 15<sup>th</sup> by 4:00 p.m. OR Friday, March 29<sup>th</sup> by 4:00 p.m. (see below)**

For this assignment, students will use what they have learned about gender and other forms of social inequality to examine a contemporary issue in environmental politics that they have researched independently throughout the term. Students are permitted to pursue topics discussed in class, but they must go beyond the readings outlined in the syllabus. When studying this issue, students are expected to consider how gender identities, roles and/or responsibilities are relevant to understanding the social, political, economic, cultural and/or ecological dynamics of this issue.

Research Reports must be between 1800-2400 words long. Writing clearly and concisely is part of the assignment, so do not exceed the word limit. Reports shorter than 1800 words require more research or analysis, and will be marked accordingly. Your reference list does not count towards the word count.

**Note:** You can choose *either* of the two deadlines to submit your report. Papers submitted on the first due date will receive detailed feedback and will be returned before the final test. Papers

submitted on the second due date will not be returned until after the final test and will not have detailed feedback provided.

**Final Test – 25% - Held in class on Thursday, April 5<sup>th</sup>**

The final test will be held during the last class. The final test will assess students' understanding of material throughout the entire term, but will emphasize the materials covered in class following the Mid-term Test. More detail on the format and scope of the test will be available towards the end of the course.

**Course Outline**

**Week 1 – INTRODUCTION & KEY CONCEPTS**

Tues. Jan. 8 – **Introduction to the course – expectations and assignments**

Thurs. Jan. 10 – **Sex, gender and the F-word: *Who wants to be a feminist?***

**Week 2 – GENDER & POLITICS: FORMAL AND INFORMAL**

Tues. Jan. 15 – **Who speaks for whom? Formal Governance, Policies, and Representation**

Thurs. Jan. 18 – **The Push and Pull of Environmental Politics & Protest**

**Week 3 – ECOFEMINISM & ITS CRITICS**

Tues. Jan. 22 – **Ecofeminism and its advocates**

Thurs. Jan. 24 – **Ecofeminism and its Critics**

**Week 4 – GENDERED ROLES & RESPONSIBILITIES**

Tues. Jan. 29 – **Gender, Food and Agriculture**

Thurs. Jan. 31 – **Gender and the Rights to Water and Sanitation**

**Week 5 - ENVIRONMENTAL JUSTICE & GENDER**

Tues. Feb. 5 – **Race, Class, Intersectionality and Environmental Justice**

**Week 6 – INEQUALITY AND THE GLOBAL POLITICS OF CLIMATE CHANGE**

Thurs. Feb. 7 – **Gender, Climate Change and Disaster**

Tues. Feb. 12 - **Inequality and the Global Politics of Climate Change**

Thurs. Feb. 14<sup>th</sup> – **MID-TERM TEST**

**READING WEEK – FEBRUARY 18-22<sup>ND</sup> – NO CLASSES**

**Week 7 – GENDER & POPULATION**

Tues. Feb. 26 – **The Population Bogeyman?**

Thurs. Feb. 28 – **In class discussion: Overpopulated?**

**Week 8 – GENDER & CONSUMPTION**

Tues. Mar. 5 – **Understanding Gender and Patterns of Consumption**

Thurs. Mar. 7 – **In Class Discussion: How do we consume differently?**

**Week 9 - GENDER, GLOBALIZATION & RESOURCES**

Tues. Mar. 12 – **Gender Roles and Land Rights**

Thurs. March 14 – **Energy, Resource Extraction and Gender: Canada and Abroad**

**Week 10 – GENDER & URBAN ENVIRONMENTS**

Tues. Mar. 19 – **Sex and the City: Privilege and Safety in the City**

Thurs. Mar. 21 – **Sex and the City 2: Building Inclusive Communities**

**WEEK 11 – NO CLASSES:** Finish Paper and/or Prepare for Final Test

**WEEK 12 – CONCLUSION & FINAL TEST**

**Tuesday, April 2<sup>nd</sup> - Conclusion: Why Gender Matters**

**Thursday, April 5<sup>th</sup> – FINAL TEST**